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ABSTRACT

This outline specifies social studies subject matter, concepts, skills, and attitudes appropriate for students at various grade levels from K-12. The social studies program combines educational practices of the Grosse Pointe Public Schools, concepts developed by the National Council of the Social Studies, and ideas from junior high and high school curriculum and resource guides. The outline is presented in 10 sections. Sections I, II, and III present overviews of the philosophy, goals, and concepts of the program. Sections IV through VII consist of charts which illustrate concepts, topics, and skills for kindergarten and for grades one through six. In all elementary school grades, students are exposed to career education, current events, and various social studies skills including decision making, reference and location, listening and observing, and communicating. Topics include holidays, family life, pioneer life, explorers, inventors, and industrialization. Section VIII outlines required and elective social studies courses in junior and senior high school. Section IX relates skills and concepts in chart form for seventh and eighth grades. Topics include democratic ideals, environmental studies, and minority groups. The final section focuses on objectives, skills, and concepts for grades nine through 12 including demonstrating understanding of civics, American history, and political ideologies. (DB)

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THE SOCIAL STUDIES PROGRAM

OF THE

GROSSE POINTE PUBLIC SCHOOLS

K-12

1976

Department of Instruction
The Grosse Pointe Public Schools
389 St. Clair Avenue
Grosse Pointe, Michigan 48230

SP 012 272

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ACKNOWLEDGMENTS

The Grosse Pointe Public Schools wish to acknowledge the key contributions of those individuals and groups who assisted in the development of the present scope and sequence materials for the social studies. Over a period of many years, the Professional Study Committee (PSC) of the Grosse Pointe Education Association has been very helpful in providing input for a number of key documents related to the social studies. This was particularly true during Phases 1-3 of the system wide period of curriculum study. More recently the following teachers met to review the scope and sequence charts and to affirm that they accurately represent the elementary school social studies curriculum:

Patricia Gorman, Poupard School, grade 1
Frances Whittingham, Monteith School, grade 2
Kathy Tavoularis, Maire School, grade 3
Barbara Leppiaho, Kerby School, grade 4
Norma Stevenson, Ferry School, grades 5-6
Ronald Ferguson, Maire School, grades 5-6

In addition, the following middle and high school department chairpersons reviewed the materials at the secondary school level and discussed the materials with their departments:

Joseph Krutell, Brownell Middle School
Robert Roddewig, Parcells Middle School
William Bakeman, Pierce Middle School
John Corbin, North High School
Dr. James Kaloger, South High School

It must also be recognized that the Kindergarten Committee, whose work is acknowledged in the Kindergarten Handbook of the Grosse Pointe Public Schools set the stage for the present work with a detailed analysis of social studies skills to be developed during the kindergarten year.

Finally, the special contributions of two members of the Department of Instruction must be recognized since these two administrators carefully reviewed all existing school system documents in the social studies and made the initial recommendations for scope and sequence placement.

Roger McCaig, Curriculum Associate
Robert Welch, Curriculum Assistant

Dr. Joseph Spagnoli
Assistant Superintendent-Instruction

INTRODUCTION

The following outline of scope and sequence in social studies, K-12, draws heavily upon past social studies curriculum work in Grosse Pointe as it does upon practical social studies teaching experience in this community. Of primary importance has been the pioneer work of the Social Studies Subcommittee of the Professional Study Committee, including that team of teachers who adapted the well-known concepts of the National Council for the Social Studies to local needs. It is this material, originally drafted at the Lincoln-Filene Center for Citizenship and Public Affairs at Tufts University, Medford, Massachusetts, which provides the solid, meaningful conceptual framework about which the entire Grosse Pointe Social Studies Curriculum, K-12, is organized. Also of primary importance are the various Social Studies Resource Guides prepared for each elementary school grade level and the many course guides available for middle and high school social studies courses.

The scope and sequence charts should be invaluable to teachers of the social studies as reminders of their responsibilities at each grade level. The initiation and termination of a line or chart does not imply that no teaching in the area represented will take place before or after the designated grades of placement. It does, however, signify that formal, systematic instruction begins and ends at these points. Occasionally only a heading is blocked in to indicate that all sub headings are taught at the same grade level(s). The following lists and charts outline the subject matter, concepts, skills, and attitudes required of studies in a society such as ours which seeks to extend the democratic vision and the American Dream.

Robert D. Welch
Curriculum Assistant
Department of Instruction

TABLE OF CONTENTS

	Pages
Acknowledgments	iii
Introduction	iv
Social Studies--A General Philosophy	1-3
General Goals--Social Studies	4
Social Studies Concepts	5-7
Elementary School Social Studies Curriculum	
Kindergarten	8-9
Grades 1-6	10-21
Choice and the Individual, K-6	22
Career Education	23
Social Studies Skills, K-6	24-28
The Required and Elective Social Studies Programs of the Middle and High Schools of Grosse Pointe	29
Middle School Social Studies Curriculum	
Required Units, Grades 7-8	30-31
Elective Units, Grades 7-8	32
Middle School Elective General Studies Course, Grades 7-8	33
High School Social Studies Curriculum	
Civics, Grade 9	34-35
United States History, Grades 11 or 12	36-37
Elective Social Studies Curriculum, Grades 7-12	38

SOCIAL STUDIES--A GENERAL PHILOSOPHY

The social studies relate man to himself and to other men in the context of society. Society extends outward from the family unit, to the local neighborhood, to the community, to the state, to the nation, and finally, to the world. The development of social studies understandings and skills provides students with tools which will better enable them to think rationally, analytically, and conceptually about society--its past development, its present condition, and its possible future directions. Because the social sciences are closely related to man's subjective nature and emotions, they demand that serious attention be paid to the areas of values and moral responsibility. Because each social situation, though it may resemble a previous condition, is unique in its new combination of circumstances and personalities, students must learn to be cautious of superficial generalizations and false analogies. Also, since social attitudes and beliefs are often held with emotional passions strong enough for men to die in defense of them, students must learn to consider these emotions while seeking reasonable solutions to complex problems.

The study of the social studies in a democratic society requires that full attention be given to many divergent points of view. It also requires that America's rich democratic heritage be stressed. Students in the social studies listen to, weigh, and rationally discuss beliefs which are often in sharp conflict and keen competition with their own. Understanding of and tolerance for the beliefs of others is a major objective. In addition, students refine and modify their own beliefs in the light of new information, and learn to appreciate better America's great traditions and unusual opportunities for developing methods of conflict resolution. Social studies students probe the past and examine the behavioral, political, and environmental domains. They develop increased critical awareness of the past histories and living traditions of

selected world regions; of the cultural, political, economic and geographic reasons for the progress or decline of these regions; and of the power relationships between them.

As a result of increased knowledge and awareness, students consider how conflicts arise within an individual, between individuals and groups, and between institutions or nations. Most important, they gain direct experience in seeking solutions to human problems and in working out personal resolutions. Methods of effecting social change without sacrificing past gains and political freedoms are explored. Governmental structures, as they preserve important human rights and freedoms, and as they regulate and control, are studied objectively. Students actively participate in the political process so that social studies content and concepts are translated from the ideal into a context of everyday relevance. Each individual student moves as far as possible toward assuming the role of an active, knowledgable, democratic citizen capable of weighing complex social issues and making decisions which benefit society as a whole. Study in the social sciences takes place in a free, open, critical, problem-solving atmosphere with facts serving as the tools needed for the understanding of complicated generalizations and interrelationships.

As an outcome of social studies instruction, students develop a variety of special skills in locating, organizing, and evaluating information. They also work toward arriving at a unified, coherent point of view regarding specific social studies issues and toward improving their abilities to communicate this position to others. Central to the development of such skills are experiences with multiple and often conflicting sources of information as well as with original source materials. Also important is

the opportunity to interact with others in groups during the decision making process and the ability to reach compromises when seemingly irreconcilable elements are in conflict. Thus, the social studies classroom provides a unique opportunity to contribute to the total environment of the school by involving students with those knowledges and understandings required in humanizing the educational process.

GENERAL GOALS -- SOCIAL STUDIES

1. Ability and willingness to locate materials required for the understanding of historical and social studies.

2. Skill and habitual practice in classifying, organizing, and selecting relevant information from the materials located.

3. Ability and willingness to apply objective, logical, and practical tests to determine the relative worth of the information selected.

4. Understanding of and accommodation for the emotional aspects of human life as these relate to history and the social studies.

5. Ability to develop workable tentative hypotheses which serve as the basis for direct action in resolving issues and problems in the social studies.

6. Understanding of the following key social studies concepts and habitual use of these concepts in developing workable hypotheses:

   The Interdependence of Man
   Conflict Resolution
   Cultural Understanding
   Industrialization and Urbanization
   Human Dignity (Racial, Religious, Ethnic, Sexual)
   Power-Authority
   Comparative Advantage in Power Relationships
   Morality and Choice
   Economic Scarcity
   Economic Production and Input
   The Role of Government in the Economy
   Habitat
   Culture
   Social Control
   Social Change

7. Skill and practice in communicating social studies concepts to others.

8. Understanding and respecting the attitudes and points of view of others.

9. Ability to work out reasonable, practical solutions and compromises in challenging, emotion-laden, conflict-type social situations.

10. Ability and habitual use of social studies terminology and facts in illustrating and clarifying issues (graphmaking, map construction, position paper writing, etc.)

11. Understanding the democratic process and the habitual practice of applying it in daily life, both in school and in the wider society.

SOCIAL STUDIES CONCEPTS

The following social studies concepts are interwoven throughout the entire curriculum and progress steadily toward more sophisticated levels of understanding. They provide unity, meaning, and relevance for the many facts students encounter in the social studies. The concepts have been adapted for local use from those prepared at the Lincoln-Filene Center for Citizenship and Public Affairs at Tufts University and endorsed by the National Council for the Social Studies.

INTERDEPENDENCE

The interdependence of man with his fellow man, his neighborhood, community, nation, and the world is ever-present, ever-changing, and ever-developing.

ORIGIN, EXPRESSION, AND RESOLUTION OF CONFLICT

Society is constantly pressured to respond to conflicting forces. There are certain culturally approved and disapproved methods of resolving conflict. Compromise and adjustment are the keys to facing the political, economic, social, or religious problems of today in our society.

INDUSTRIALIZATION AND URBANIZATION

The transition from an agricultural to an industrial economy brought about changes in the physical environment as industrialization demanded increasingly large amounts of raw materials and a larger labor force. This transition has been accompanied by the growth of urban centers, which has changed the landscape in many areas. Industrialization provided jobs and our way of acquiring wealth, but the growth of cities has created slums and a multitude of social problems.

HUMAN DIGNITY (RACIAL, RELIGIOUS, AND ETHNIC MINORITIES)

Men in every society are possessed by a fear that their way of life or their very existence is threatened. At certain times of fear, traditional patterns of behavior are swept aside. The rules of society are difficult to enforce when it seems that society itself is in danger. Many of us tend to be certain of our heritage but are suspicious of the heritage of others. To promote value judgments we should introduce materials that will stress these attitudes and understandings:

Racial understanding and equality
Religious understanding and acceptance
Ethnic understanding and equality

POWER RELATIONSHIPS

Power is the relationship by which an individual, a group, or a nation can take action which affects the behavior of another. It is both a goal and an instrument for achieving that goal. It is equally important in all facets of society.

No citizen can fulfill his or her role in a political society and participate intelligently in the development of democracy without an awareness of the meaning of power. No individual, group, or nation can dictate life conditions to achieve total submission to all its desires. Success lies with the person, group, or nation that can perceive the value of long-range goals and objectives.

MORALITY AND CHOICE (MORAL VALUES)

Only man is called upon to make moral choices and to use these as a basis for his decisions. Only man is responsible for actions based upon his choices. These choices are based upon three factors:

The individual self
The social environment
The standards of value

SCARCITY

The student must understand the concept of scarcity, how it is created, the problems it produces, and the methods of overcoming the problem.

This understanding is necessary to contribute to comprehension of these areas:

The economic system
The government
The development of social controls
International conflicts

The concept of saving and its effect on the economy is closely affiliated with scarcity. Economic stability is founded upon the efficient use of capital.

ECONOMIC FACTORS

To understand the factors of production basic to the study of economics, one must understand the importance of input, output, and income.

Input refers to the resources furnished by persons in producing a product. Output identifies the product (goods and services) produced for consumption. Income is the amount of payments to those who provide goods and services.

GOVERNMENT'S ROLE IN THE ECONOMY

The student should understand the interaction between the entrepreneur and the ever-changing role of government:

As a market
As a source of capital
As a force utilized to regulate the free enterprise system

HABITAT

Habitat is the natural environment of man. Any human society, if it is to survive, must form a workable association with the earth's resources. Modifications may be necessary as man utilizes his environment.

CULTURE

Culture consists of the knowledge, beliefs, and values of human groups. The culture in which a person lives influences his way of doing and evaluating things. Individuals and groups of different ethnic and socio-economic backgrounds have contributed to and melded into a cultural heritage.

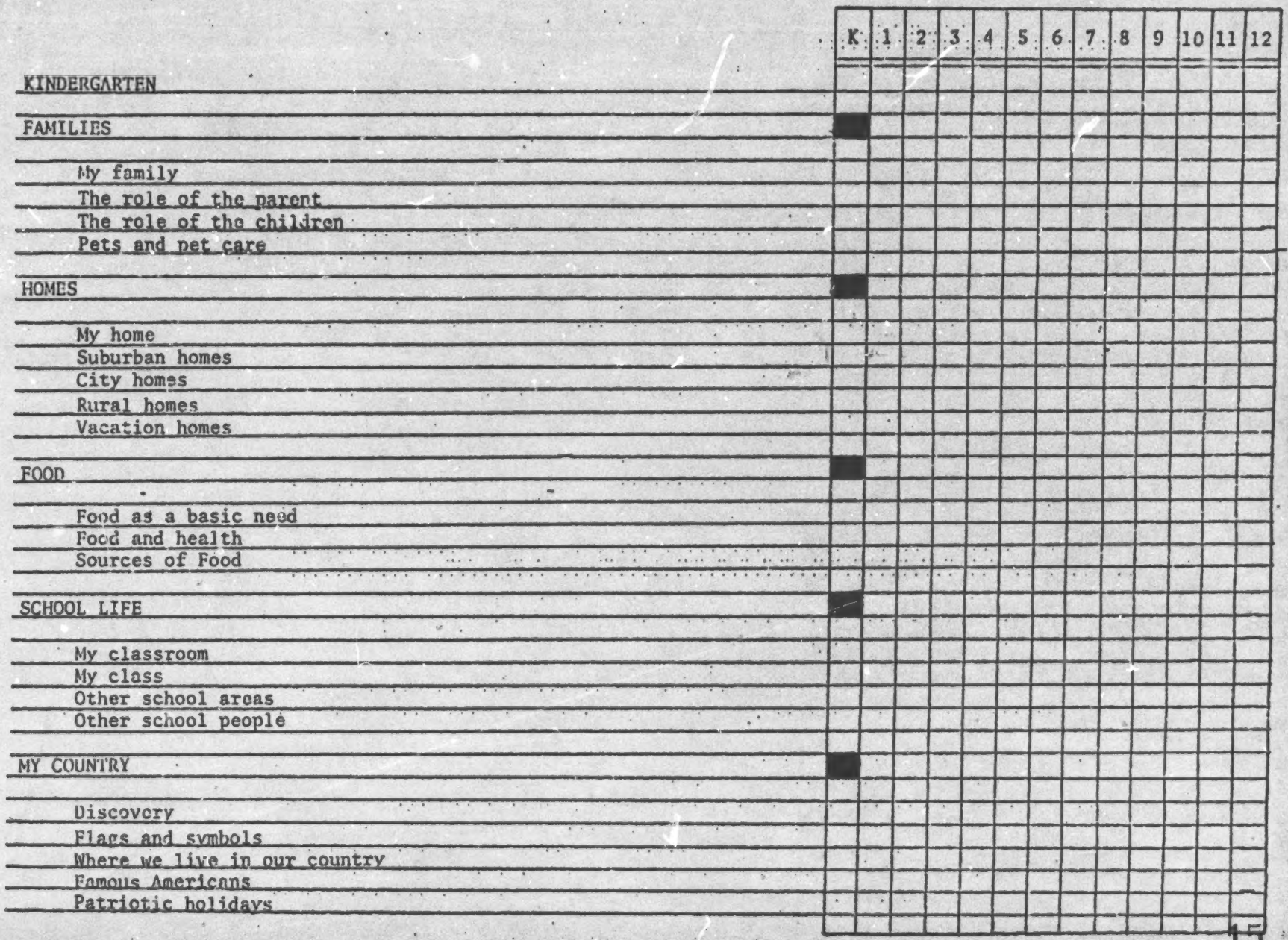
SOCIAL CONTROL AND CHANGE

Human interaction is regulated by social norms which give structure, stability, and order to society. These norms range from social etiquette to formalized law. Students must be made aware of the need and importance of social controls in a society.

Change occurs unevenly within societies and is determined by internal and external forces, and the inflexibilities of the structure undergoing change. Resistance within the social structure accelerates change.

ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM

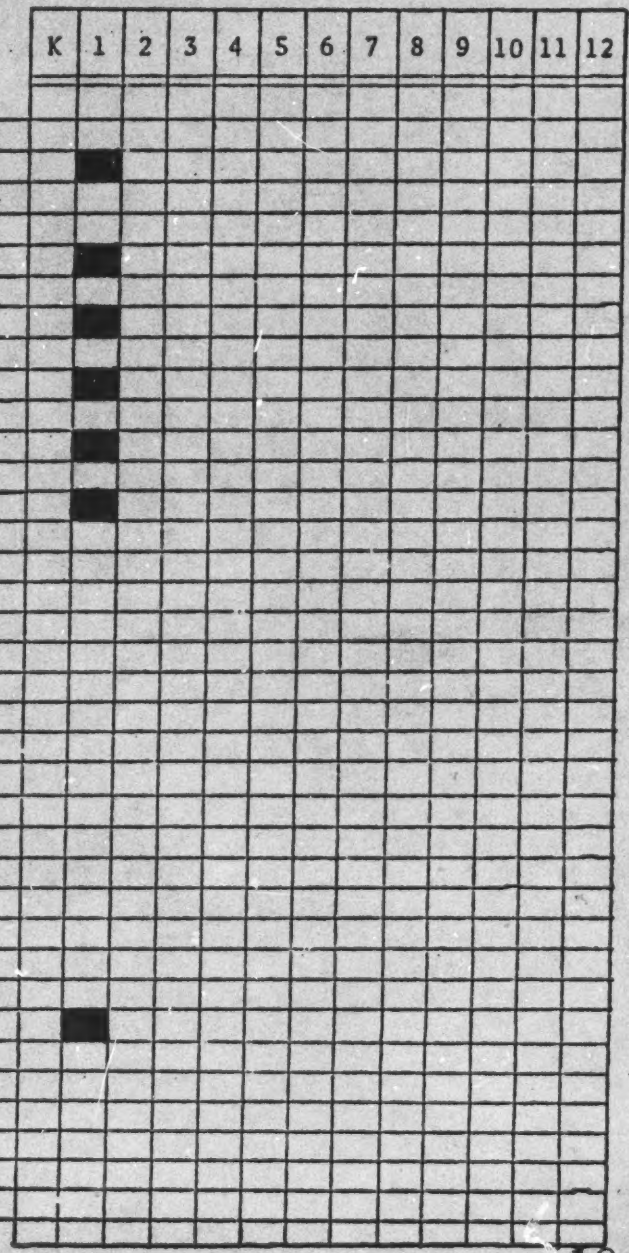
Kindergarten



	K	1	2	3	4	5	6	7	8	9	10	11	12
HOLIDAYS	■												
Haloween, Thanksgiving, Christmas, New Year's Day, Valentine's Day, Easter													
SAFETY	■												
At home													
In school (outside/inside) and to and from school													
Bicycle safety													
Safety helpers													
NATIVE AMERICAN LIFE	■												
Colonial period													
Western Movement													
Today													
CIRCUS LIFE (Optional)	O												

ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM

Grades 1-6



GRADE 1

CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)

CHOICE AND THE INDIVIDUAL (See the accompanying chart)

CAREER EDUCATION (See the accompanying chart)

SOCIAL STUDIES SKILLS (See the accompanying chart)

THE FAMILY

THE CHILD AND THE FAMILY

- Traditions, values, and customs
- Belonging
- Size and composition
- Roles
- Working together
- Providing for needs
  - Food
  - Shelter
  - Clothing
  - Education
  - Recreation
- Rules
- Helpers for families
- Changing patterns

THE AMERICAN FAMILY TODAY

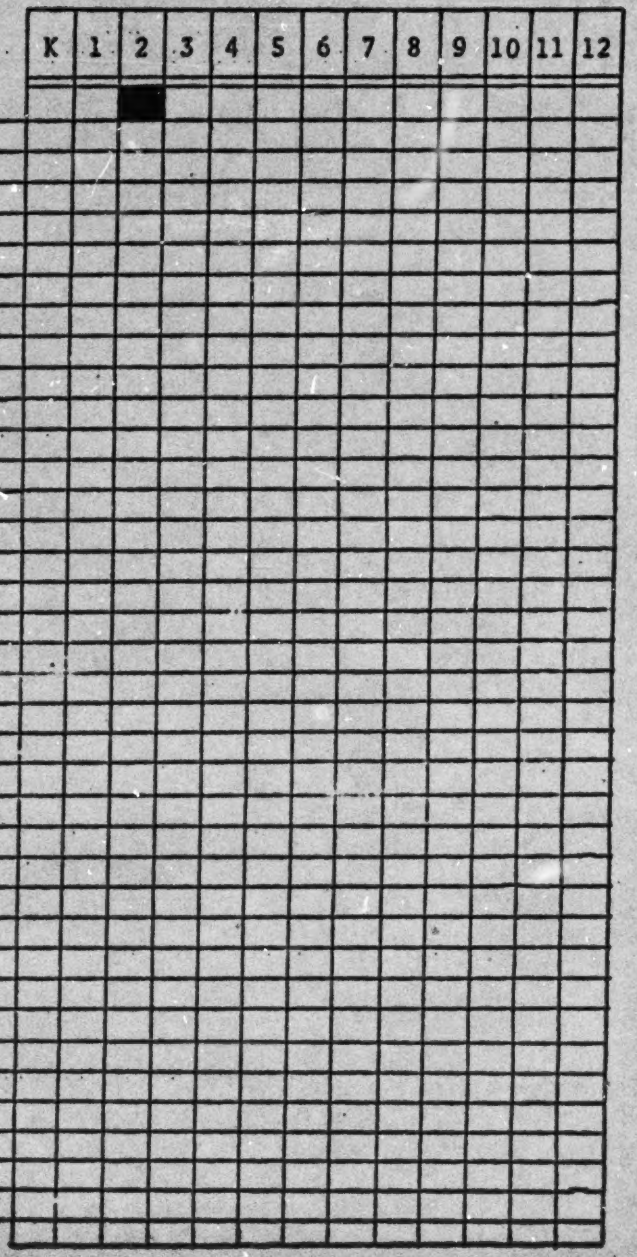
- The farm family
- The suburban family
- The urban family
- The Native American family

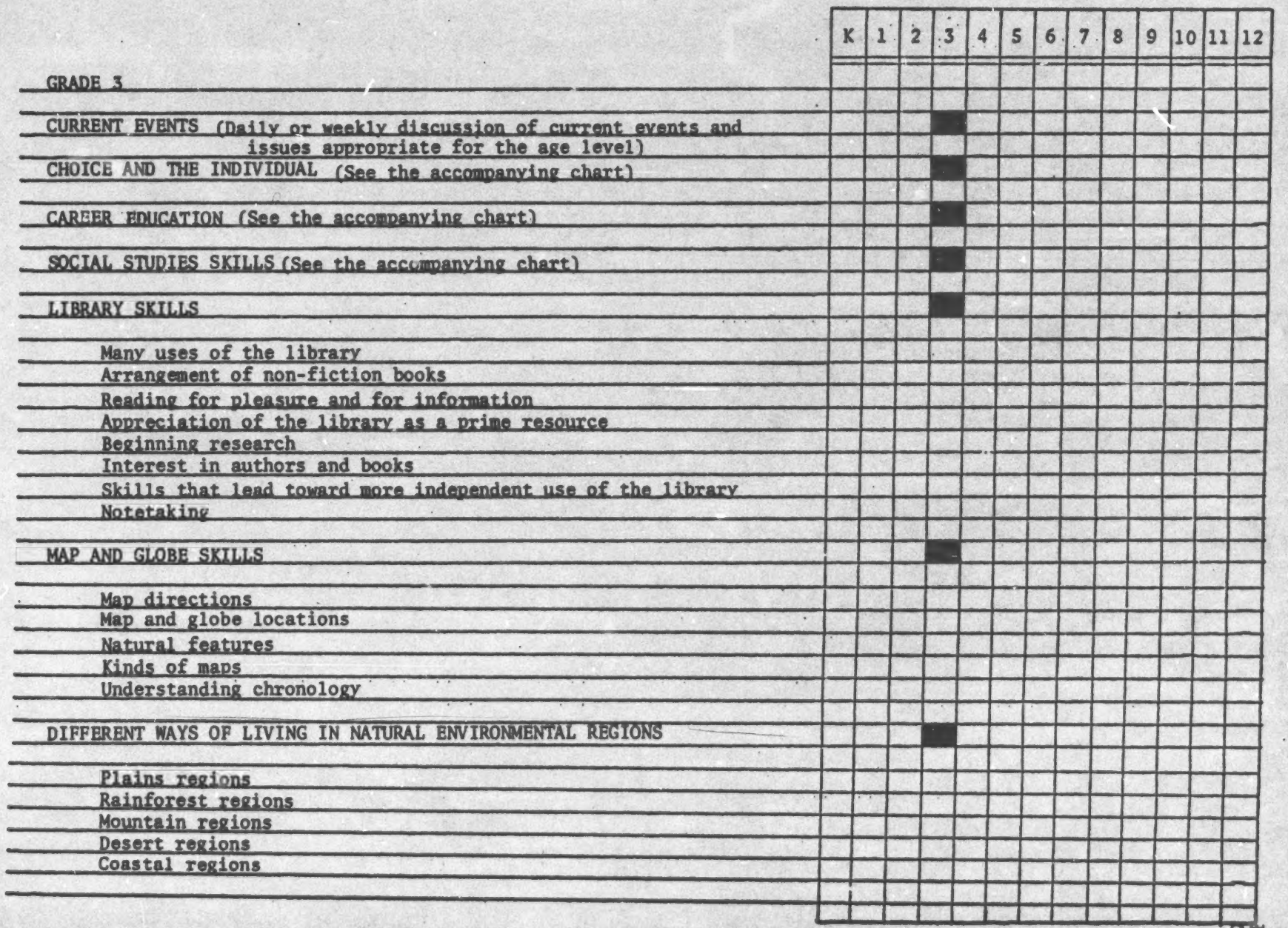
	K	1	2	3	4	5	6	7	8	9	10	11	12
GRADE 1, Continued													
THE FAMILY, Continued													
AMERICAN FAMILIES OF THE PAST		■											
The Pilgrim family													
The frontier family													
The Native American family													
Forest													
Woodlands													
Plains													
The family of the children's grandparents													
FAMILIES IN OTHER CULTURES		■											
The African family													
The Japanese family													
The Mexican family													
AMERICAN IDEALS		■											
Rights and responsibilities													
Leaders and heroes													
Symbols													
The democratic process													
Opportunities													
Ethnic heritage													
National holidays													

	K	1	2	3	4	5	6	7	8	9	10	11	12
GRADE 2													
CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)			■										
CHOICE AND THE INDIVIDUAL (See the accompanying chart)			■										
CAREER EDUCATION (See the accompanying chart)			■										
SOCIAL STUDIES SKILLS (See the accompanying chart)			■										
TRANSPORTATION			■										
Early methods of land transportation													
Modern methods of land transportation													
Transportation on water													
Transporation by air													
Important people in transportation history													
COMMUNITIES			■										
School and community relationships													
Community transportation													
The neighborhood													
Public buildings													
Commercial buildings													
Consumer-producer relationships													
Municipal													
Mechanical													
Medical, legal, educational													
Special services													
Communities of the past and present													
Communities in other regions of the world													
Communities in warmer lands													
Hawaii--Honolulu													
Mexico--Mexico City													
Puerto Rico--San Juan													

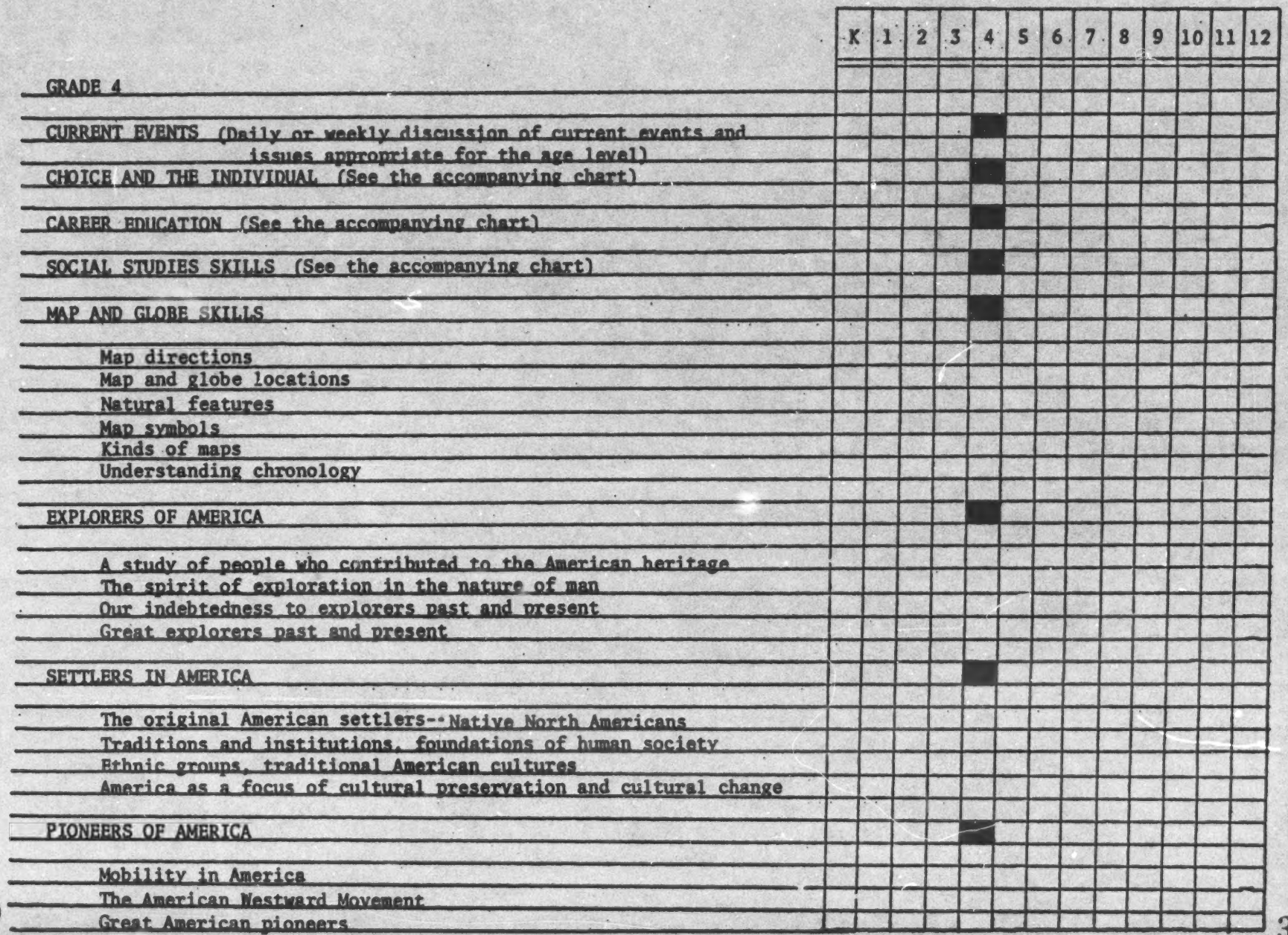
COMMUNITIES, Continued

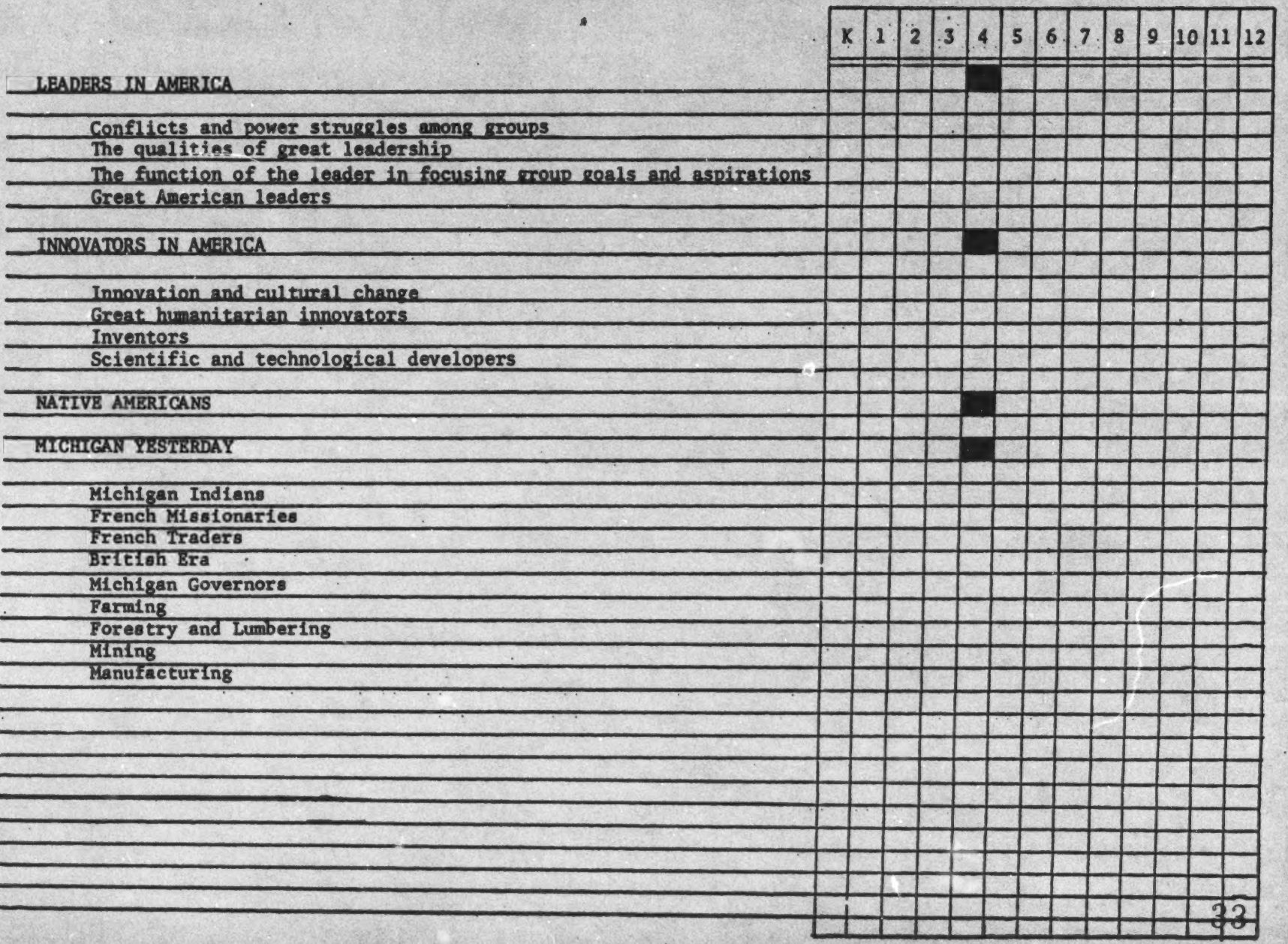
Communities in colder regions
- Alaska--Fairbanks
- Norway--Bergen, Hummerfest
- Japan--Tokyo
- Great Britain--London




K 1 2 3 4 5 6 7 8 9 10 11 12
GRADE 3
CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)
CHOICE AND THE INDIVIDUAL (See the accompanying chart)
CAREER EDUCATION (See the accompanying chart)
SOCIAL STUDIES SKILLS (See the accompanying chart)
LIBRARY SKILLS
Many uses of the library
Arrangement of non-fiction books
Reading for pleasure and for information
Appreciation of the library as a prime resource
Beginning research
Interest in authors and books
Skills that lead toward more independent use of the library
Notetaking
MAP AND GLOBE SKILLS
Map directions
Map and globe locations
Natural features
Kinds of maps
Understanding chronology
DIFFERENT WAYS OF LIVING IN NATURAL ENVIRONMENTAL REGIONS
Plains regions
Rainforest regions
Mountain regions
Desert regions
Coastal regions

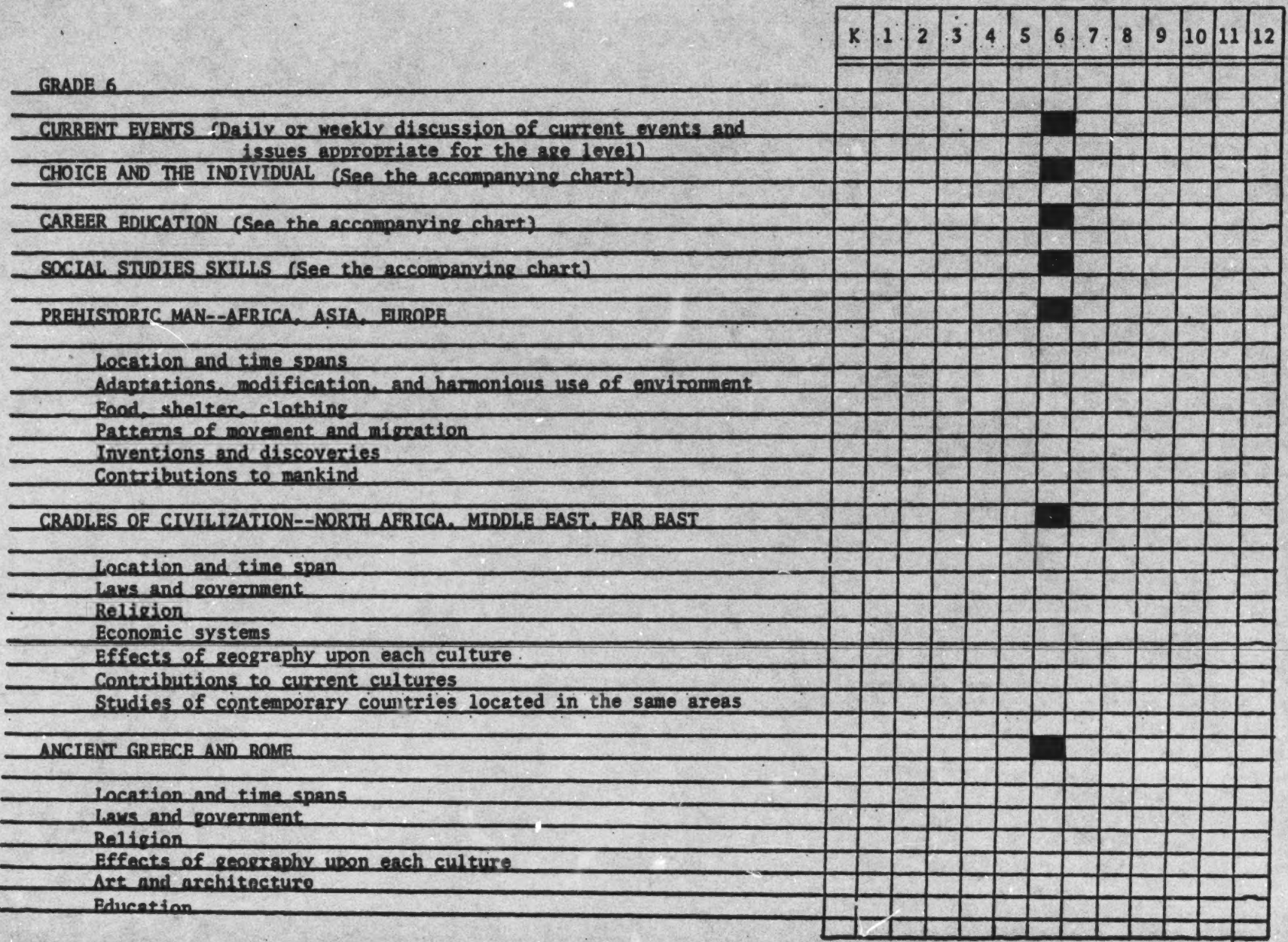
	K	1	2	3	4	5	6	7	8	9	10	11	12
EXPLORING CITIES				■									
Location of metropolitan areas													
Groups found in metropolitan areas													
Groups change urban areas													
Production of goods and services													
Distribution of products in metropolitan areas													
Social, political, and economic functions of the business district, industrial areas, housing areas, and recreational areas													
The government of metropolitan communities													


K 1 2 3 4 5 6 7 8 9 10 11 12
GRADE 4
CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)
CHOICE AND THE INDIVIDUAL (See the accompanying chart)
CAREER EDUCATION (See the accompanying chart)
SOCIAL STUDIES SKILLS (See the accompanying chart)
MAP AND GLOBE SKILLS
Map directions
Map and globe locations
Natural features
Map symbols
Kinds of maps
Understanding chronology
EXPLORERS OF AMERICA
A study of people who contributed to the American heritage
The spirit of exploration in the nature of man
Our indebtedness to explorers past and present
Great explorers past and present
SETTLERS IN AMERICA
The original American settlers--Native North Americans
Traditions and institutions, foundations of human society
Ethnic groups, traditional American cultures
America as a focus of cultural preservation and cultural change
PIONEERS OF AMERICA
Mobility in America
The American Westward Movement
Great American pioneers


K 1 2 3 4 5 6 7 8 9 10 11 12
LEADERS IN AMERICA
Conflicts and power struggles among groups
The qualities of great leadership
The function of the leader in focusing group goals and aspirations
Great American leaders
INNOVATORS IN AMERICA
Innovation and cultural change
Great humanitarian innovators
Inventors
Scientific and technological developers
NATIVE AMERICANS
MICHIGAN YESTERDAY
Michigan Indians
French Missionaries
French Traders
British Era
Michigan Governors
Farming
Forestry and Lumbering
Mining
Manufacturing

	K	1	2	3	4	5	6	7	8	9	10	11	12
GRADE 5													
CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)						■							
CHOICE AND THE INDIVIDUAL (See the accompanying chart)						■							
CAREER EDUCATION (See the accompanying chart)						■							
SOCIAL STUDIES SKILLS (See the accompanying chart)						■							
INDUSTRIALIZATION AND URBANIZATION						■							
The geography of the United States and Canada													
Geographical terms													
Major landforms													
Major geographical regions and their climates													
Agrarian to industrial transformation													
Improvements in transportation and communication													
Application of power resources													
Specialized factories													
Population growth and change													
POLITICAL, RELIGIOUS, AND EDUCATIONAL DEVELOPMENT						■							
Government in the United States													
Our form of government as compared to other forms													
Powers and branches of government													
Independence and interrelationships of governmental units													
Religion in the United States													
The major religions and their beliefs													
Religion and man's problems													
Freedom of religion													
Education for democracy in the United States													
The beginnings of education in the United States													
Public support of education													
Education in a changing society													
The influence of education													

	K	1	2	3	4	5	6	7	8	9	10	11	12
CULTURES						■							
The immigration movement to North America													
Cultural groups in the United States													
Problems faced by cultural groups													
The contributions of various cultural groups													
OCCUPATIONS						■							
The relationship of occupations to geography and the abundance and variety of natural resources													
Regional specialization and interdependence as a result of geographic differences													
The process of choosing an occupation													
The effect of location on business and industrial occupations													
Worker preparation and training													
Civic, social and technological occupations													
Continuing education resulting from social and technological changes													
RECREATION						■							
The effects of geography on recreation and tourism													
The relationship of industrial efficiency to increased time for recreation													
The use of leisure time													
The economics of recreation													
Environmental problems stemming from recreation													
MICHIGAN TODAY						■							
Geography													
Tourism and Recreation													
Agriculture													
Mining and Manufacturing													

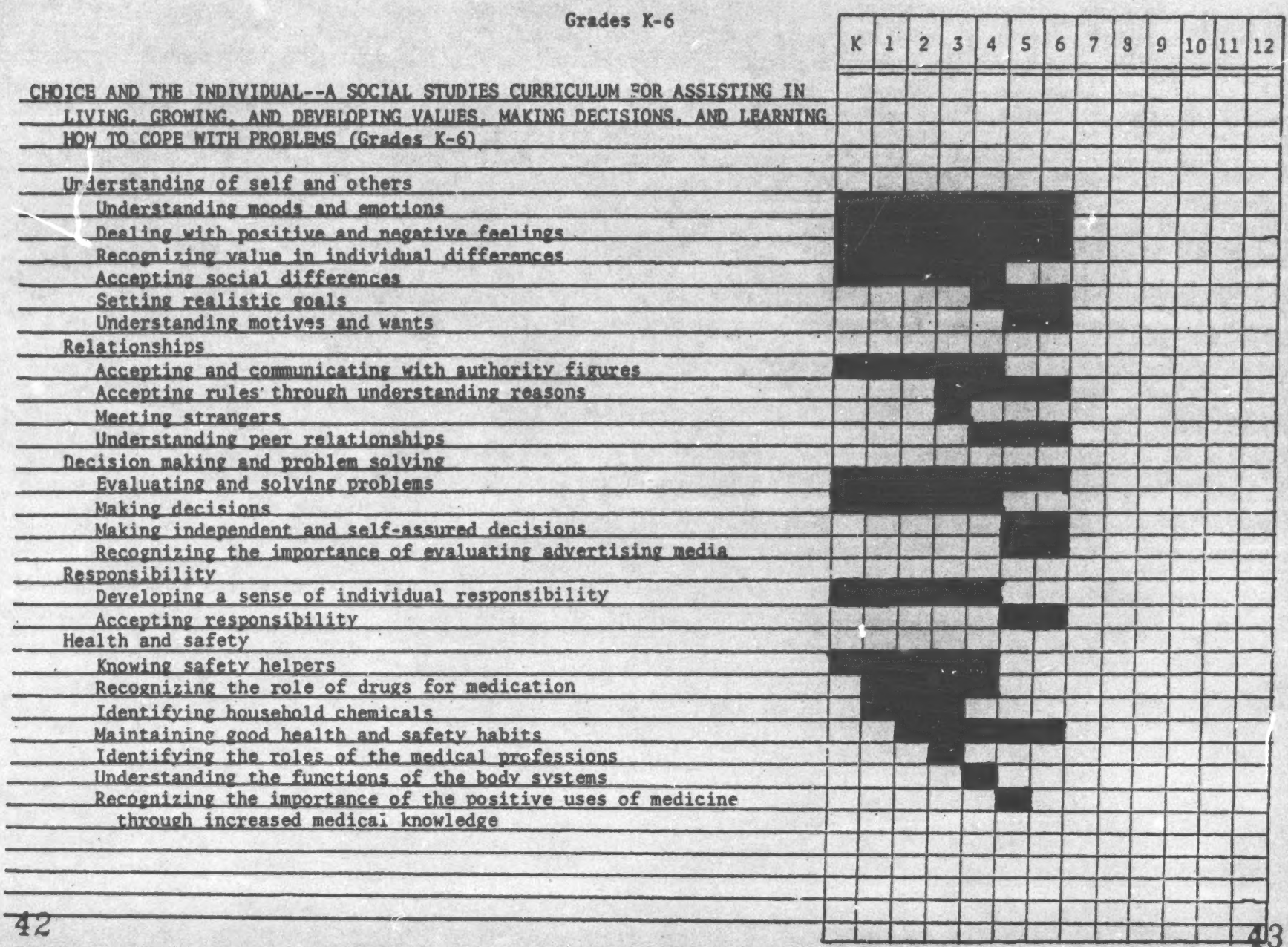

K 1 2 3 4 5 6 7 8 9 10 11 12
GRADE 6
CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)
CHOICE AND THE INDIVIDUAL (See the accompanying chart)
CAREER EDUCATION (See the accompanying chart)
SOCIAL STUDIES SKILLS (See the accompanying chart)
PREHISTORIC MAN--AFRICA, ASIA, EUROPE
Location and time spans
Adaptations, modification, and harmonious use of environment
Food, shelter, clothing
Patterns of movement and migration
Inventions and discoveries
Contributions to mankind
CRADLES OF CIVILIZATION--NORTH AFRICA, MIDDLE EAST, FAR EAST
Location and time span
Laws and government
Religion
Economic systems
Effects of geography upon each culture
Contributions to current cultures
Studies of contemporary countries located in the same areas
ANCIENT GREECE AND ROME
Location and time spans
Laws and government
Religion
Effects of geography upon each culture
Art and architecture
Education

	K	1	2	3	4	5	6	7	8	9	10	11	12
THE MIDDLE AGES AND RENAISSANCE IN CENTRAL AND NORTHERN EUROPE							■						
The dynamics of the Middle Ages													
The contributions of the Church													
Feudal life and the Feudal System													
Causes and effects of the Crusades													
Rise of the cities													
Important people of the Renaissance													
Areas of change during the Renaissance													
Effects of the Renaissance													
Studies of contemporary countries located in the same areas													
EASTERN AND WESTERN EUROPE INCLUDING THE SOVIET UNION						■							
Geography													
Revolutions--Industrial, Political, Social, Economic													
Contemporary cultures													
Current changes													
Relationships with the U.S.A.													
Basic political and economic philosophies													

GROSSE POINTE PUBLIC SCHOOLS

Choice and the Individual

Grades K-6


K 1 2 3 4 5 6 7 8 9 10 11 12
CHOICE AND THE INDIVIDUAL--A SOCIAL STUDIES CURRICULUM FOR ASSISTING IN LIVING, GROWING, AND DEVELOPING VALUES, MAKING DECISIONS, AND LEARNING HOW TO COPE WITH PROBLEMS (Grades K-6)
Understanding of self and others
Understanding moods and emotions
Dealing with positive and negative feelings
Recognizing value in individual differences
Accepting social differences
Setting realistic goals
Understanding motives and wants
Relationships
Accepting and communicating with authority figures
Accepting rules through understanding reasons
Meeting strangers
Understanding peer relationships
Decision making and problem solving
Evaluating and solving problems
Making decisions
Making independent and self-assured decisions
Recognizing the importance of evaluating advertising media
Responsibility
Developing a sense of individual responsibility
Accepting responsibility
Health and safety
Knowing safety helpers
Recognizing the role of drugs for medication
Identifying household chemicals
Maintaining good health and safety habits
Identifying the roles of the medical professions
Understanding the functions of the body systems
Recognizing the importance of the positive uses of medicine through increased medical knowledge

GROSSE POINTE PUBLIC SCHOOLS

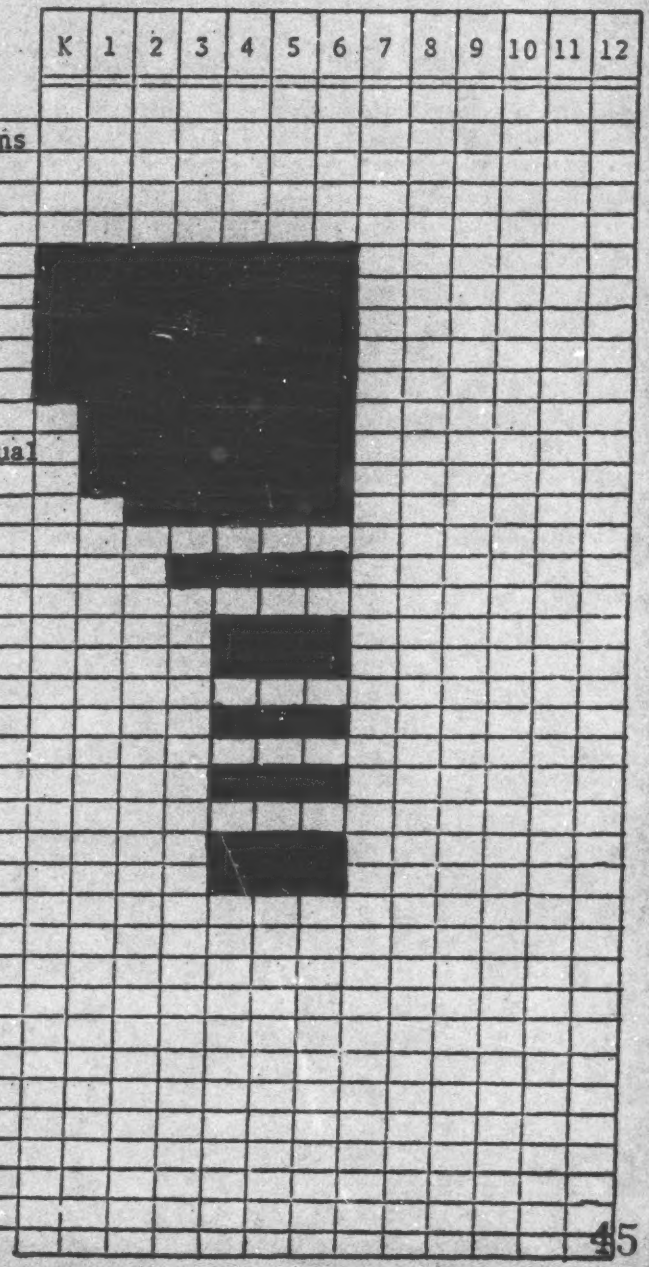
Career Education Awareness Goals

Grades K-6

CAREER AWARENESS GOALS:

The following general career awareness goals are based on recommendations made by members of the Elementary Career Education Project (May 1976). They were derived from the State of Michigan Career Education Model.

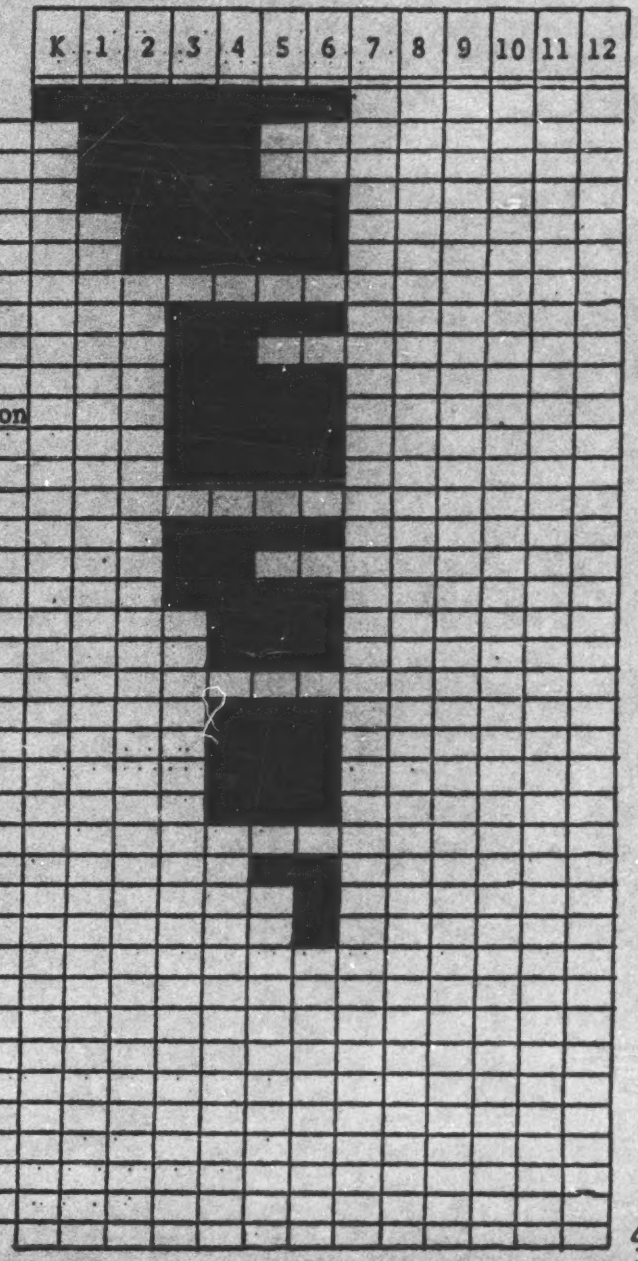
- Understanding different family roles and responsibilities
- Understanding influences on family roles
- Understanding various occupational roles and responsibilities
- Acquiring information about specific occupations
- Understanding the contributions different careers make to society
- Relating life purposes to career planning
- Understanding the relationship of leisure to the life of the individual
- Knowing about career oportunities in today's world
- Understanding the relationship between career goals and career preparation
- Recognizing the personal qualities and job skills which contribute to successful living
- Understanding the concept of the career cluster
- Becoming aware of the education and training needed for various occupations
- Understanding the concept of alternative routes for career preparation
- Understanding the concept of change in newly emerging occupations and change in existing occupations
- Understanding that individuals often change occupations
- Understanding the importance of continuous career development



ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM

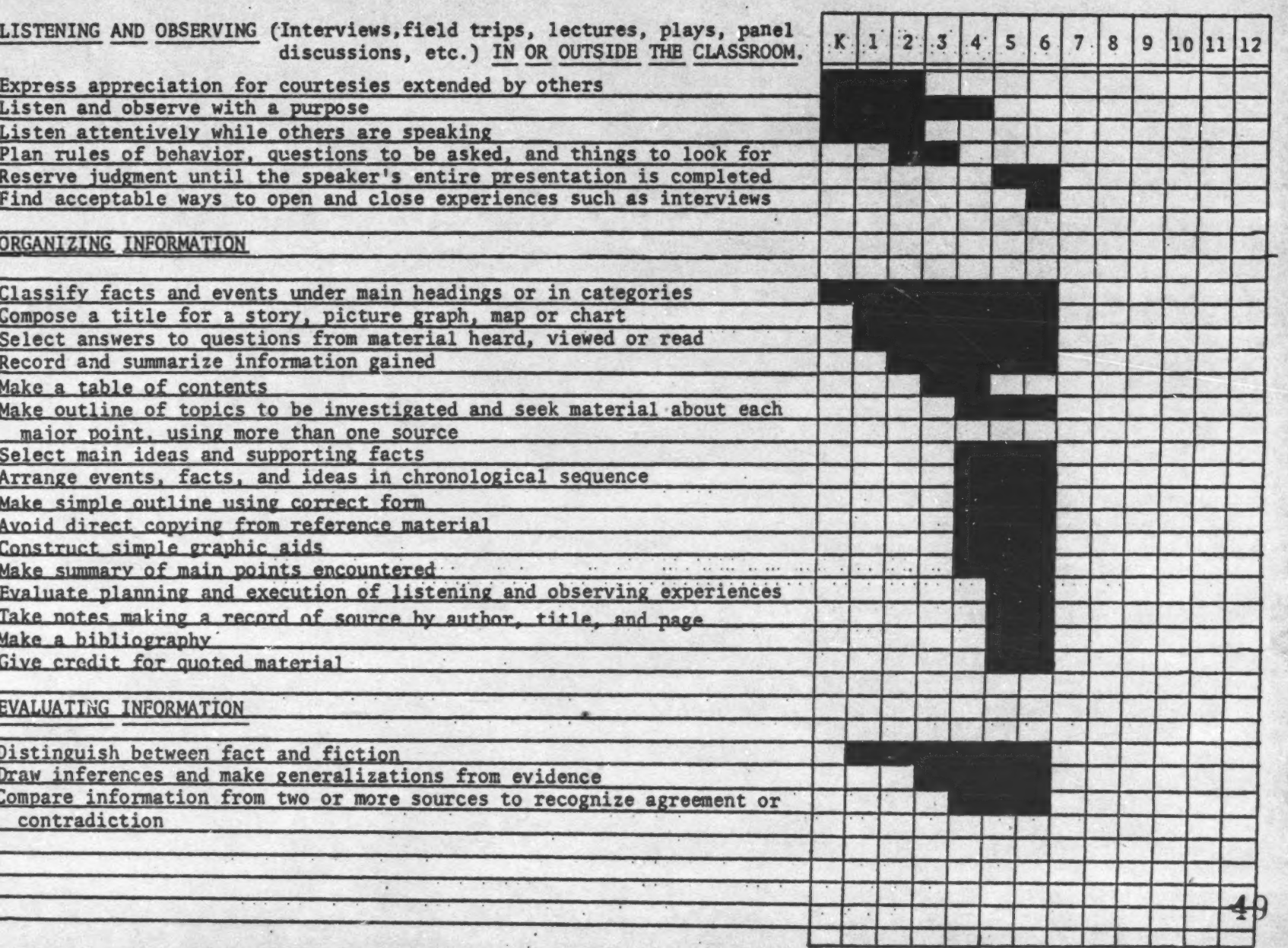
Social Studies Skills

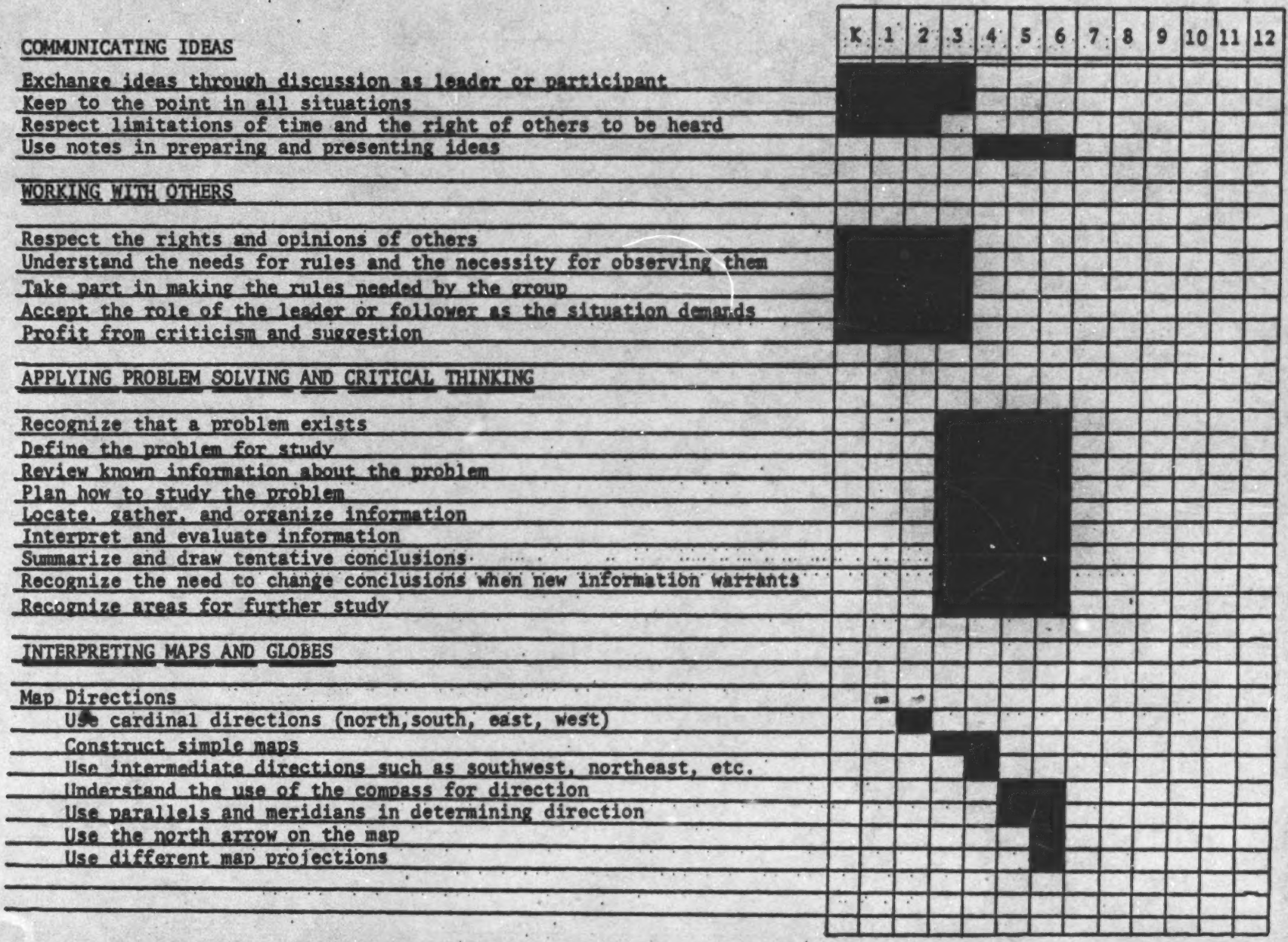
Grades K-6

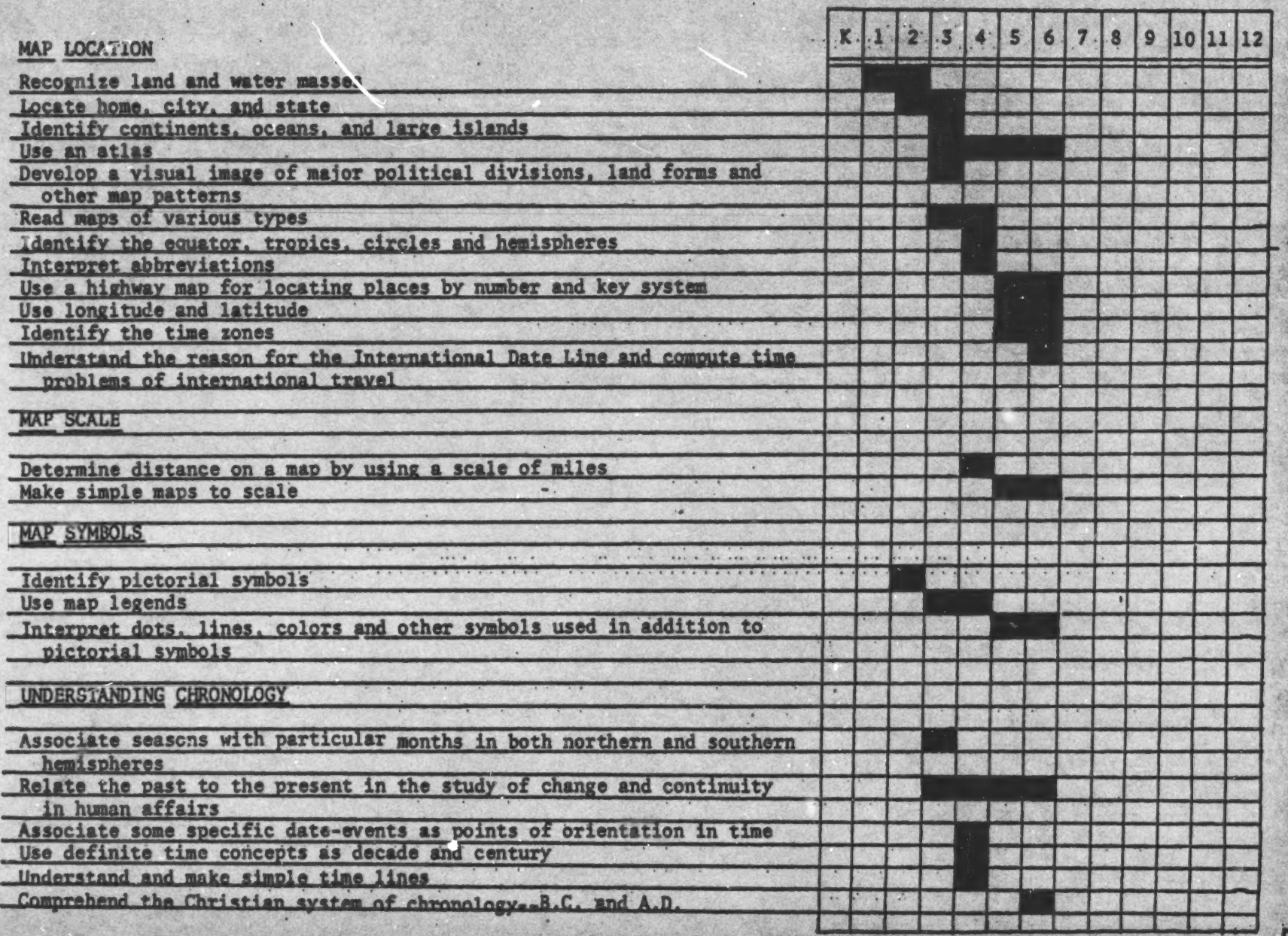


REFERENCE AND LOCATION SKILLS

Use titles as guide to content
Use table of contents
Alphabetize
Read to find answers to questions
Choose appropriate material for purpose
Locate information in reference materials by using key words, guide words, and letter on volumes
Use index
Use title page and copyright date
Use glossary, appendix, map lists, and illustration lists
Use reference materials to learn correct pronunciation and syllablication
Choose appropriate meaning of words for the context in which used
Recognize various materials as sources of information about different topics
Locate appropriate materials in a library
Use the Dewey Decimal System as a key to locating materials
Use headings, topic sentences, and summary sentences
Locate information through cross references
Use reference material such as atlases, World Almanac, and Reader's Guide
Select important current events items
Select information pertinent to class activities from various materials
Use index and table of contents to learn the organization of material
Use card catalogue to learn materials listed by subject, author, and title
Use additional information given on cards in catalogue
Utilize various sections of material
Skim while reading to find a particular word, get a general impression, or locate specific information


LISTENING AND OBSERVING (Interviews, field trips, lectures, plays, panel discussions, etc.) IN OR OUTSIDE THE CLASSROOM.
K 1 2 3 4 5 6 7 8 9 10 11 12
Express appreciation for courtesies extended by others
Listen and observe with a purpose
Listen attentively while others are speaking
Plan rules of behavior, questions to be asked, and things to look for
Reserve judgment until the speaker's entire presentation is completed
Find acceptable ways to open and close experiences such as interviews
ORGANIZING INFORMATION
Classify facts and events under main headings or in categories
Compose a title for a story, picture graph, map or chart
Select answers to questions from material heard, viewed or read
Record and summarize information gained
Make a table of contents
Make outline of topics to be investigated and seek material about each major point, using more than one source
Select main ideas and supporting facts
Arrange events, facts, and ideas in chronological sequence
Make simple outline using correct form
Avoid direct copying from reference material
Construct simple graphic aids
Make summary of main points encountered
Evaluate planning and execution of listening and observing experiences
Take notes making a record of source by author, title, and page
Make a bibliography
Give credit for quoted material
EVALUATING INFORMATION
Distinguish between fact and fiction
Draw inferences and make generalizations from evidence
Compare information from two or more sources to recognize agreement or contradiction


COMMUNICATING IDEAS
Exchange ideas through discussion as leader or participant
Keep to the point in all situations
Respect limitations of time and the right of others to be heard
Use notes in preparing and presenting ideas
WORKING WITH OTHERS
Respect the rights and opinions of others
Understand the needs for rules and the necessity for observing them
Take part in making the rules needed by the group
Accept the role of the leader or follower as the situation demands
Profit from criticism and suggestion
APPLYING PROBLEM SOLVING AND CRITICAL THINKING
Recognize that a problem exists
Define the problem for study
Review known information about the problem
Plan how to study the problem
Locate, gather, and organize information
Interpret and evaluate information
Summarize and draw tentative conclusions
Recognize the need to change conclusions when new information warrants
Recognize areas for further study
INTERPRETING MAPS AND GLOBES
Map Directions
Use cardinal directions (north,south, east, west)
Construct simple maps
Use intermediate directions such as southwest, northeast, etc.
Understand the use of the compass for direction
Use parallels and meridians in determining direction
Use the north arrow on the map
Use different map projections
K 1 2 3 4 5 6 7 8 9 10 11 12


K 1 2 3 4 5 6 7 8 9 10 11 12
MAP LOCATION
Recognize land and water masses
Locate home, city, and state
Identify continents, oceans, and large islands
Use an atlas
Develop a visual image of major political divisions, land forms and other map patterns
Read maps of various types
Identify the equator, tropics, circles and hemispheres
Interpret abbreviations
Use a highway map for locating places by number and key system
Use longitude and latitude
Identify the time zones
Understand the reason for the International Date Line and compute time problems of international travel
MAP SCALE
Determine distance on a map by using a scale of miles
Make simple maps to scale
MAP SYMBOLS
Identify pictorial symbols
Use map legends
Interpret dots, lines, colors and other symbols used in addition to pictorial symbols
UNDERSTANDING CHRONOLOGY
Associate seasons with particular months in both northern and southern hemispheres
Relate the past to the present in the study of change and continuity in human affairs
Associate some specific date-events as points of orientation in time
Use definite time concepts as decade and century
Understand and make simple time lines
Comprehend the Christian system of chronology--B.C. and A.D.

UNDERSTANDING CHRONOLOGY, Continued

	K	1	2	3	4	5	6	7	8	9	10	11	12
Acquire a sense of prehistoric and geological time							■						
Learn to formulate generalizations and conclusions about time in studying the development of human affairs							■						

THE REQUIRED AND ELECTIVE SOCIAL STUDIES PROGRAMS OF THE MIDDLE AND HIGH SCHOOLS OF GROSSE POINTE

Four years of required work in social studies is taken by each student in the Grosse Pointe Public Schools. In addition to the required courses, many special elective courses are offered to meet the interests, needs, and career plans of secondary school social studies students.

Middle Schools

The major objective in the study of social studies in the Middle Schools of Grosse Pointe is to develop fundamental social studies skills and research techniques. This includes knowing and applying the major social studies concepts to new subject matter and in new situations. By the time students reach the High Schools they should be able to pursue the study of the social sciences in a meaningful way using the research techniques which have been established in the Middle Schools. Middle School students are also required to trace the growth of democratic ideals and concepts in the USA in terms of basic social studies principles. These two units, required of all, constitute a very significant part of the two years of required Middle School Social Studies in Grosse Pointe.

Middle School students are also required to select six additional units from among a number of unit electives. Each unit elective is related meaningfully to relevant social studies concepts. Thus the elective subject matter becomes a vehicle for applying required concepts and understandings and basic research skills to new and interesting materials.

In addition to the two years of required social studies work, interested students may elect the following course from the General Studies electives:

*Environmental Studies

High Schools

The Social Studies Program of the Grosse Pointe High Schools is quite complex and ranges from required courses in Civics and United States History to college level courses such as United States History--Advanced Placement, and to specialized courses in psychology, economics, sociology, anthropology, world regional studies, etc. Detailed courses of study are available at each high school which summarize the many concepts and skills which students work toward mastering in each elective course.

High school elective course offerings are as follows:

Geography and World Affairs
*Consumer Economics
*Economics
*Sociology
*Psychology
*Anthropology
**American Studies
**Humanities

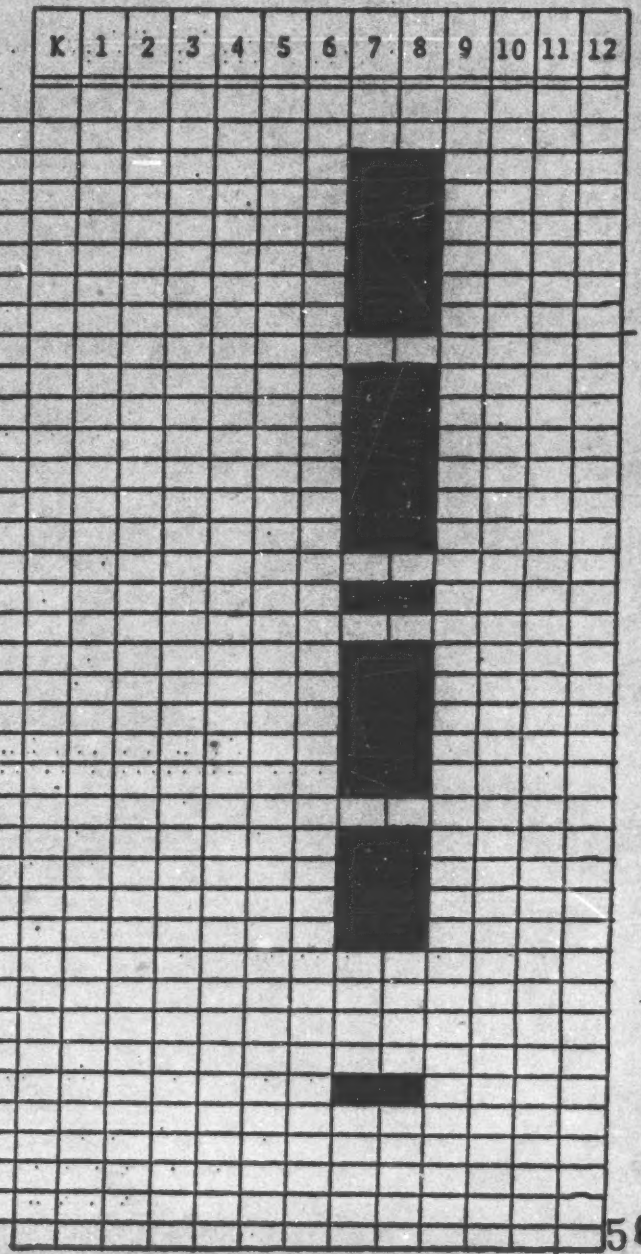
*Current Problems (Affairs)
*American Government
*Age of Majority
United States History--Advanced Placement
(may be substituted for U.S. History)
Western Civilization
*World History (Ancient-Medieval)
*World History (Renaissance-Modern)
*World Regional Studies
Middle East/China/USSR

*Semester course
**Interdisciplinary course-2 hours daily

MIDDLE SCHOOL SOCIAL STUDIES CURRICULUM

Required Units

Grades 7-8



FUNDAMENTAL SOCIAL STUDIES SKILLS

- Knowledge of the basic study procedures and techniques
- Understanding of the reasons for systematic study
- Understanding the importance of an effective study headquarters
- Ability to use a study headquarters and to budget time wisely
- Ability to use individual capacities as fully as possible
- Knowledge of the basic secondary school social studies information sources
- Ability to use these information sources
- Ability to take clear, accurate, useful notes
- Ability to write an organized, technically correct book report
- Knowledge of the steps involved in writing a research paper
- Ability to write a simple social studies research paper
- Ability to listen carefully to a presentation and to recall and reproduce the basic main idea and important details
- Knowledge of the major types and advantages of the various map projections
- Ability to read maps accurately
- Ability to construct a simple accurate map
- Knowledge of the advantages of using a globe
- Ability to use the globe effectively in social studies work
- Knowledge of the principles in locating places using longitude and latitude and ability to locate such places
- Knowledge of the basic geographic terms
- Ability to use and construct graphs, charts, and time lines
- Knowledge of the major important social studies concepts
- Understanding of these concepts and the ability to apply them in new contexts

THE GROWTH OF DEMOCRATIC IDEALS AND CONCEPTS IN THE UNITED STATES

- Knowledge of the major documents and understanding of their principles as English heritage--Magna Carta, Petition of Right, Bill of Rights

	K	1	2	3	4	5	6	7	8	9	10	11	12
THE GROWTH OF DEMOCRATIC IDEALS AND CONCEPTS IN THE UNITED STATES, Continued													
Understanding of how the colonial experience in the USA led to the cultural values, ideals, and concepts of human dignity we honor today								■	■				
Knowledge and understanding of the philosophy expressed in the Declaration of Independence								■	■				
Understanding of the inadequate power relationships which resulted in the move from the Articles of Confederation to the Constitution								■	■				
Knowledge and understanding of the fundamental principles expressed in the Constitution of the United States								■	■				
Understanding of the role of compromise and adjustment involved in the ratification of the Constitution of the United States								■	■				
Understanding of how changes in society have been accomodated through Constitutional amendments							■	■	■				
Knowledge of how political parties arose in the United States during the Jeffersonian-Jacksonian periods							■	■	■				
Understanding of the issues involved in the conflict between states rights and federal rights							■	■	■				
Understanding of how federal-state conflicts have been accomodated in a number of specific instances--the Whiskey Rebellion, the Nullification Controversy, Fugitive Slave Laws, etc.							■	■	■				
Understanding of the obligation of citizens in a democracy such as the USA to make moral choices in terms of self, society, and human values							■	■	■				
Understanding of the obligation of citizens in a democracy such as the USA to observe social controls while working for change							■	■	■				

In the Middle Schools, in addition to the two required units, students must elect additional units from among the elective units listed below which are related to basic Social Studies Concepts and Skills:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Required Units													
Fundamental Social Studies Skills								■					
The Growth of Democratic Ideals and Concepts in the United States									■				
Elective Units													
Minority Groups in the United States								RE	RE				
Urban problems								RE	RE				
The Westward Movement in the United States								RE	RE				
Economic Growth in the United States								RE	RE				
Australia and Oceania								RE	RE				
India and Southeast Asia								RE	RE				
China and Japan								RE	RE				
Africa								RE	RE				
Latin America								RE	RE				
Geography of the United States								RE	RE				
Selected World Cultures								RE	RE				
Selected Topics in United States History								RE	RE				
World Environmental Concerns								RE	RE				
The American Revolution and The Civil War								RE	RE				
Foreign Affairs and the United States								RE	RE				
Cultural Change and Social Reform								RE	RE				
Career and Consumer Education								RE	RE				
* Independent Study								RE	RE				

RE= required elective
* arranged with a teacher

MIDDLE SCHOOL ELECTIVE GENERAL STUDIES COURSE

Environmental Studies

Grades 7-8

GRADE 7 or 8	K	1	2	3	4	5	6	7	8	9	10	11	12
ENVIRONMENTAL STUDIES--ECOLOGY, POLUTION, PESTICIDES, ENERGY USE, CONSERVATION, POPULATION, SOIL, LAND, LAND USE, FORESTRY. (One semester course)													
Understanding of the concept of ecosystems								E	E				
Ability to observe wildlife, vegetation, geology, and land use closely								E	E				
Ability to adapt laboratory techniques to environmental study								E	E				
Ability to use topographic maps in field studies								E	E				
Knowledge of current urgent environmental problems								E	E				
Understanding of the interdependence between human life and ecological systems								E	E				
Understanding of the difficulty of achieving change in environmental management								E	E				
Ability to see varied points of view and the possibility of alternative solutions to environmental problems								E	E				
Ability to research problems and to propose workable solutions to environmental problems								E	E				
Ability to camp, cook, hike, bike, tour, hunt and fish in a manner compatible with environmental preservation								E	E				
Ability to develop physical lifetime activities for health								E	E				
Understanding of ecology problems and proposed solutions								E	E				
Understanding of polution problems and proposed solutions								E	E				
Understanding of energy problems and proposed solutions								E	E				
Understanding of population problems and proposed solutions								E	E				
Understanding of problems related to land use and the conservation of natural resources and proposed solutions								E	E				
Ability to form a personal position in relation to environmental problems and to act in accordance with these beliefs								E	E				
Ability to research environmental problems in various media								E	E				

HIGH SCHOOL SOCIAL STUDIES CURRICULUM

Grade 9

CIVICS	K	1	2	3	4	5	6	7	8	9	10	11	12
Knowledge and understanding of the great documents of American history										■			
Understanding of the democratic principles of the American system										■			
Knowledge of important contributions made by great social and political philosophers										■			
Understanding of the functions of national, state and local governments										■			
Appreciation of the American tradition of the dignity and worth of the individual										■			
Understanding of the contributions of various sub-groups to American life										■			
Knowledge and understanding of the development and functioning of the American economic system										■			
Knowledge and understanding of competing economic systems										■			
Ability to use and understand and use social studies materials and tools										■			
Ability to do basic research and organize materials in social studies										■			
Ability to think through social studies issues and formulate solutions										■			
Ability to communicate social studies ideas clearly in speech and writing										■			
Understanding of selected crucial contemporary social studies problems--urban, taxation, inflation, political, international, etc.										■			
Knowledge of the major proposed solutions to these problems										■			
Understanding of the role of political parties and the elective system in American politics										■			
Ability to distinguish fact from propaganda										■			
Understanding of the dilemma posed when the right of the individual conflict with the rights of society										■			
Ability to make intelligent choices of action when individual and social rights conflict										■			
Understanding of one's own career interests and personal strengths and weaknesses related to these interests										■			
Knowledge of career possibilities in one's field of interest										■			
Ability to research career interests										■			

	K	1	2	3	4	5	6	7	8	9	10	11	12
CIVICS. Continued													
Knowledge of the major periods, stages of development, individuals and groups, and significant aspects of Michigan history.										■			

HIGH SCHOOL SOCIAL STUDIES CURRICULUM

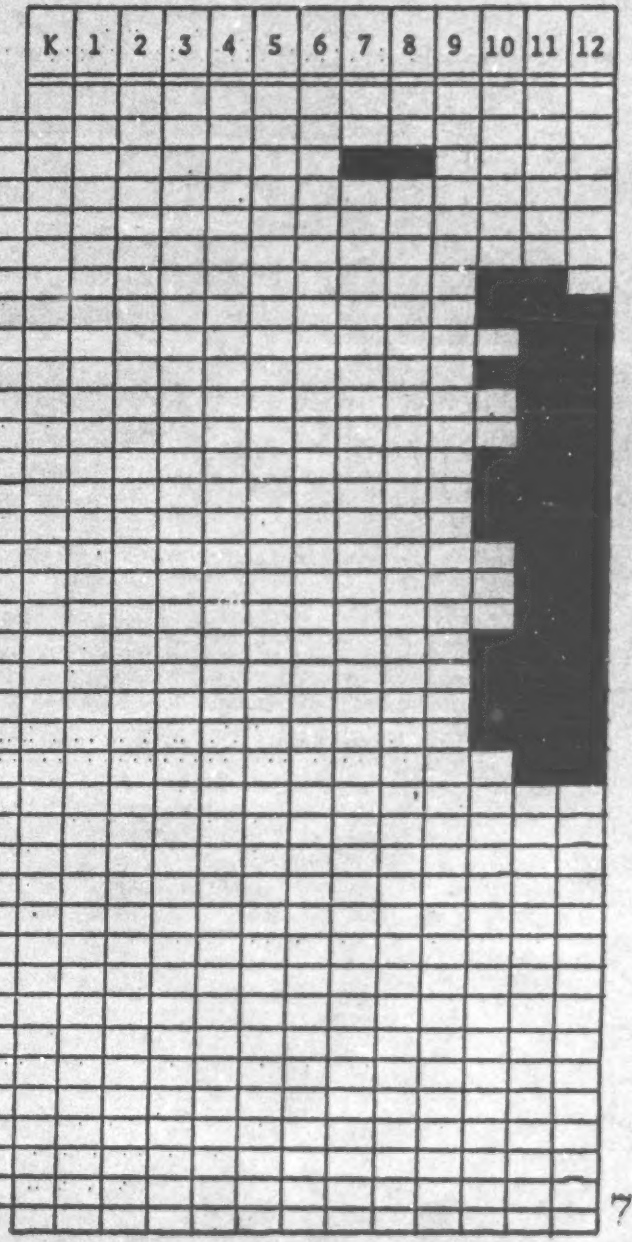
Grade 11

	K	1	2	3	4	5	6	7	8	9	10	11	12
UNITED STATES HISTORY													
SOCIAL AND POLITICAL DEMOCRACY												■	
Knowledge of the major steps taken toward the realization of social and political democracy in American history													
Understanding of forces which have opposed democracy within the USA													
Understanding of how freedom and rights are always countered by forces of responsibility and order													
Understanding of how concepts of social and political democracy are constantly being modified													
GOVERNMENT'S CHANGING ROLE IN ECONOMIC MATTERS												■	
Understanding of the major transition in the USA from an agrarian to an industrial society													
Understanding of the problems accompanying agricultural growth													
Knowledge of the history of big business and labor in the USA													
Understanding of American attitudes toward the role of government in the economic system and in American life													
CULTURAL HISTORY OF THE UNITED STATES												■	
Understanding of major philosophical currents in American life													
Understanding of the role of religion in shaping American thought and attitudes													
Knowledge of selected trends in American art, music, and literature													
Appreciation of America's cultural contributions to the world													
Understanding of the development of and changes in American family life													
THE ROLE OF POLITICAL PARTIES IN THE SHAPING OF UNITED STATES HISTORY												■	
Knowledge of the history and growth of political parties in the USA													

	K	1	2	3	4	5	6	7	8	9	10	11	12
THE ROLE OF POLITICAL PARTIES IN THE SHAPING OF UNITED STATES HISTORY, Continued												■	
Understanding of the role of parties in the political process													
Appreciation for the contribution political parties have made toward accomplishing peaceful change in the USA													
UNITED STATES FOREIGN POLICY												■	
Knowledge of the basic principles of US foreign policy, past and present													
Understanding of possible alternatives open to US foreign policy makers													
Ability to suggest solutions aimed at resolving foreign policy dilemmas													
POLITICAL IDEOLOGIES												■	
Knowledge of the basic principles of the great rival political systems--democracy, fascism, socialism, and communism													
Knowledge of the biographical details and works of selected key thinkers in the development of these political systems													
Understanding of how ideal political philosophies have been applied in specific historical societies													
Understanding of the forces in American society which have become extremist politically													
Appreciation for the rights and responsibilities of citizens in a democratic society													
Ability to function effectively as a democratic citizen in the context of the school and of society at large													

ELECTIVE SOCIAL STUDIES CURRICULUM

Grades 7-12



MIDDLE SCHOOL 7-8

Environmental Studies

HIGH SCHOOL 9-12

Geography and World Affairs
*Consumer Economics
*Economics
*Sociology
*Psychology
*Anthropology
**American Studies
**Humanities
*Current Problems (Affairs)
*American Government
*Age of Majority
United States History--Advanced Placement (Selected students)
Western Civilization
*World History (Ancient-Medieval)
*World History (Renaissance-Modern) or
*Modern European History (French Revolution to Present)
*World Regional Studies (Middle East/China/USSR)

*Semester course
**Interdisciplinary course-2 hours daily